

## Lewiston Independent District #340

Nez Perce County

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Dr. Joy C. Rapp, Superintendent

### District Characteristics 2004-05

Fall Enrollment .....	5,044	Special Education:	
Average Daily Attendance.....	4,743	Special Education Students.....	603
State Ranking Per ADA.....	10	Gifted and Talented Students.....	300
Number of Schools (sites):		Number of LEP Students**.....	17
Elementary.....	7	National School Lunch Program:	
Secondary.....	6	Average Daily Participation.....	3,109
Number of Accredited Schools:		Free and Reduced Meals.....	208,331
Approved.....	9	Lunch Price - Elementary.....	\$1.35
Approved with Merit.....	1	Lunch Price - Secondary.....	\$1.75
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2003-04	1,215
High School Diplomas Regular.....	319	District Owned Operation	
Other Completions* .....	0		
Graduation Completion Rate...	85%	* Certificates of Completion issued by the district	
		** Limited English Proficient (LEP)	

### Highlights

Work during the school year continued to focus on three (3) key questions regarding student learning: 1) What do we want students to learn? 2) How will we know students are learning? And 3) What will we do if students are exceeding or not meeting this learning? Progress is being made using data to inform instructional practices. For example, the program *Read Naturally* has been found to assist students in fluency development. Due to the program's success, training is available and materials were purchased. An elementary school implemented *Four-Square Writing*, resulting in improved student writing scores. Technology is also being used as a supplement to support math and reading skill development.

The District uses a data-dialog process by Garmston and Wellman to evaluate data. It allows individuals to look at data critically and to determine underlying assumptions that influence teaching and learning. Each building develops a measurable school improvement goal. Most goals are measured by progress on the Idaho Standards Achievement Test, the Idaho Reading Indicator, or the Direct Mathematics or Writing Assessment.

### Progress Towards Meeting Goals

#### 2004-05 Goals

#### Progress

Design and implement a research-based, aligned, written, taught and assessed curriculum that is rich and rigorous.

Standards Implementation Teams met regularly throughout the school year. Common assessments, SMART goals, and professional development are critical to attaining this goal.

Integrate technology to maximize efficiency and effectiveness in a standards-based accountability system.

The District was a Phase I *IS/MS* District. The implementation of this statewide student management system was not successful. District staff will implement PowerSchool during the 2005-2006 school year.

Focus professional development on researched-based instructional practices that lead to high student performance.

Professional development included *Four Square Writing*, *Read Naturally*, *Assessment for Learning*, *SMART goals/SMART schools*, *Elementary Science Exploratory*, and *Spelling as Word Study*. The District's evaluation system is based on Charlotte Danielson's model of best teaching practices.

Utilize a data-driven continuous improvement model to focus ongoing work throughout the organization.

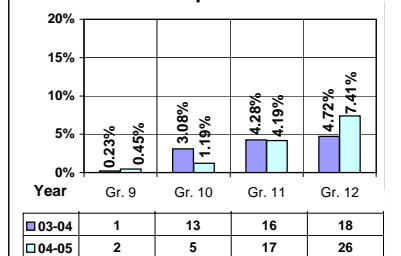
Data is used by Standards Implementation Teams and by the administration to assess student progress, to measure the effectiveness of intervention programs, and to identify targeted areas for improvement.

### Student Profiles

#### Ethnicity

Race	Male	Female	Total
White	47.72%	44.85%	92.57%
Black	0.32%	0.34%	0.65%
Hispanic	0.99%	1.15%	2.14%
Nat. Amer.	1.69%	1.53%	3.21%
Asian	0.73%	0.69%	1.43%
Total	51.45%	48.55%	100.00%

### Dropouts



## Financial Information 2004-05

	M & O Fund	%	All Funds	%
<b>Revenues:</b>				
Local Taxes	\$14,629,857	44.63%	\$14,629,857	38.38%
Other Sources	423,559	1.29%	2,385,873	6.26%
State	17,729,221	54.08%	18,126,317	47.56%
Federal	0	0.00%	2,972,256	7.80%
<b>Total</b>	<b>\$32,782,637</b>	<b>100.00%</b>	<b>\$38,114,303</b>	<b>100.00%</b>

### Supplemental Information

Property and Agricultural Equipment Replacement Taxes.....	\$1,787,308
Lottery Revenues.....	\$177,923
Technology Grant.....	\$134,308

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$20,875,737	62.17%		
M & O Support Services	12,124,249	36.11%		
M & O Other	580,014	1.72%		
<b>Total M &amp; O</b>	<b>\$33,580,000</b>	<b>100.00%</b>	<b>\$7,079</b>	<b>49</b>
<b>Total All Funds</b>	<b>\$38,782,415</b>	<b>100.00%</b>	<b>\$8,176</b>	<b>81</b>

Tax Levies 9-1-2004	Total	Per ADA	Rank
Property Market Values	\$1,719,627,150	\$362,529	41
Total General M & O Levies	0.003129376		15
Total District Levies	0.008444664		7

## Staff Data 2004-05

Personnel:	FTE	ADA To FTE	Teachers Salaries:	Rank
Elementary Teachers	138.80	18	Beginning Salary on Schedule	\$27,500
Secondary Teachers	143.80	17	Highest Salary on Schedule	\$51,689
Administrators	21.70	219	Average Elementary Teacher's Salary	\$46,737
Other Certified Staff	29.60	160	Average Secondary Teacher's Salary	\$46,495
Total Certified Staff	333.90	14	Superintendent's Salary	\$99,567
Total Non-Certified Staff	209.30	23		

Note: Rank represents how this district compares to the other public school districts in the State of Idaho; high to low (1 being the highest).



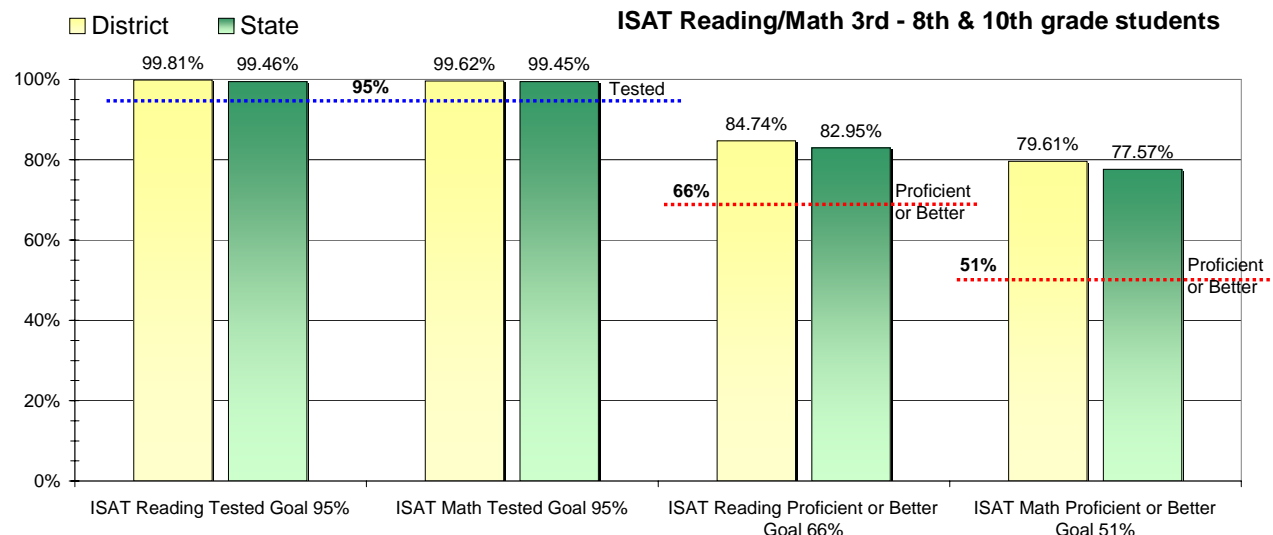
## Adequate Yearly Progress and Assessment 2004-05

Did Lewiston Independent District make Adequate yearly progress for 2004-05? Yes

Percent of the 41 targets that Lewiston Independent District made: 100%

The goal in our nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of students who met state goals for proficiency in reading and math.

More Information is available at: <http://www.sde.state.id.us/admin/ayp05/default.asp>



To Protect the privacy of individual students the following symbols are used.

^ No participation determinations are made for groups of less than 10 students. The participation rate of students in this group is included in district and state totals.

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group is included in district and state totals

3rd Indicator - Graduation Rate		
2003	2004	Goal
80.23%	83.70%	Met